



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 12161563  
SAU: MSAD 22  
School: Samuel L Wagner Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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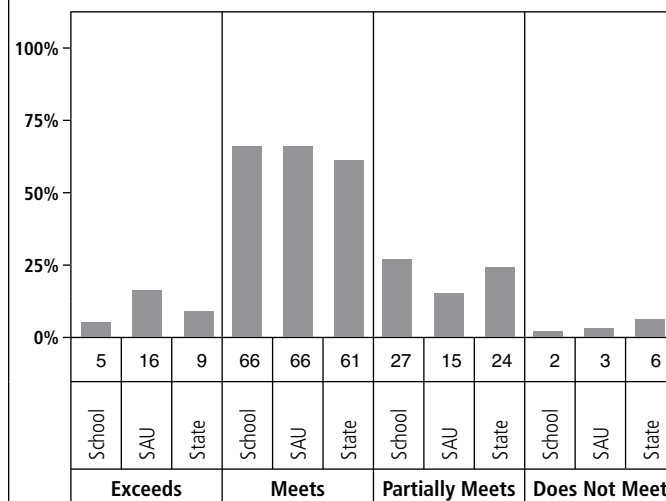
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: MSAD 22  
School: Samuel L Wagner Middle School

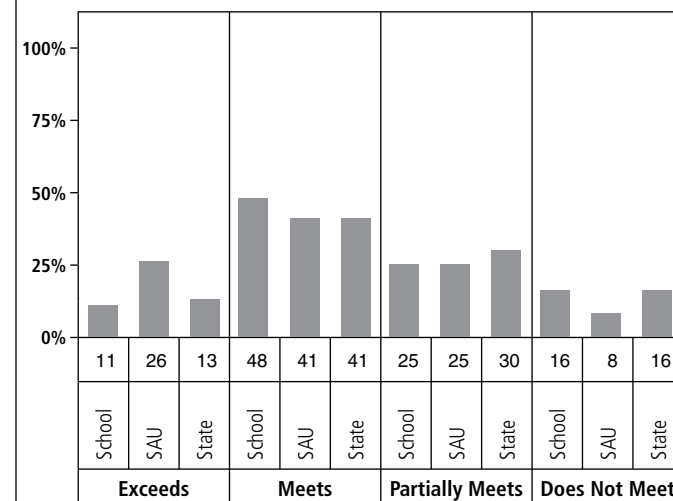
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	644	649	646
2007–2008	645	651	648
<b>2008–2009</b>	<b>647</b>	<b>651</b>	<b>647</b>
Cum. Avg.*	645	650	647
<b>Mathematics</b>			
2006–2007	641	648	643
2007–2008	644	648	642
<b>2008–2009</b>	<b>643</b>	<b>649</b>	<b>643</b>
Cum. Avg.*	643	648	643

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: MSAD 22  
School: Samuel L Wagner Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	44	100	152	100	14251	100	44	100	152	100	14150	99	44	100	152	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	1	2	1	1	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	1	2	2	1	212	1	1	100	2	100	210	99	1	100	2	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	42	95	149	98	13309	93	42	100	149	100	13224	100	42	100	149	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	17	39	38	25	2468	17	17	100	38	100	2423	99	17	100	38	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	23	52	39	26	5780	41	23	100	39	100	5724	99	23	100	39	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	31	70	122	80	11369	80	31	70	124	82	11373	80						
Identified disability (PET/IEP)	4	13	10	8	355	3	4	13	10	8	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	1	3	2	2	172	2	1	3	3	2	175	2						
<b>Participation with accommodations</b>	13	30	28	18	2594	18	13	30	26	17	2605	18						
Identified disability (PET/IEP)	13	100	26	93	1881	73	13	100	26	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	1	4	74	3	0	0	0	0	71	3						
Other	0	0	1	4	519	20	0	0	0	0	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	1	187	1	0	0	2	1	178	1						
Identified disability (PET/IEP)	0	0	2	100	187	100	0	0	2	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 22  
School: Samuel L Wagner Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	2	5	15	8	1132	8
	2007-2008	2	4	37	22	1817	13
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>24</b>	<b>16</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	6	5	76	15	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	22	52	119	67	8127	57
	2007-2008	27	57	91	54	8072	57
	<b>2008-2009</b>	<b>29</b>	<b>66</b>	<b>99</b>	<b>66</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	78	59	309	62	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	14	33	38	21	3549	25
	2007-2008	18	38	37	22	3194	23
	<b>2008-2009</b>	<b>12</b>	<b>27</b>	<b>22</b>	<b>15</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	44	33	97	20	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	4	10	6	3	1478	10
	2007-2008	0	0	4	2	981	7
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>799</b>	<b>6</b>
	Cum. Total*	5	4	15	3	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.8	60.4	36.9	65.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	12.9	64.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.0	61.1	24.1	66.9	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 22  
 School: Samuel L Wagner Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	2	5	29	66	12	27	1	2	647	150	16	66	15	3	651	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	1										2						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	42	2	5	28	67	11	26	1	2	647	147	16	66	14	3	651	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	8	47	9	53	0	0	641	36	0	44	44	11	641	2236	1	30	48	22	637
No	27	2	7	21	78	3	11	1	4	651	114	21	73	5	1	654	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	44	2	5	29	66	12	27	1	2	647	150	16	66	15	3	651	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	23	0	0	14	61	8	35	1	4	643	38	5	61	26	8	644	5617	4	54	33	9	643
No	21	2	10	15	71	4	19	0	0	651	112	20	68	11	2	653	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	44	2	5	29	66	12	27	1	2	647	150	16	66	15	3	651	13959	9	61	24	6	647
<b>Gender</b>																						
Female	17	1	6	14	82	2	12	0	0	650	57	23	67	9	2	653	6743	13	63	20	4	649
Male	27	1	4	15	56	10	37	1	4	645	93	12	66	18	4	650	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1408	4	41	43	12	641
No	43	2	5	28	65	12	28	1	2	647	149	16	66	15	3	651	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	5	1	20	4	80	0	0	0	0	661	23	48	52	0	0	662	636	39	59	2	0	659
No	39	1	3	25	64	12	31	1	3	645	127	10	69	17	4	649	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 22  
School: Samuel L Wagner Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	33	0	67	637	6	5	47	32	16	642
B. less than one hour	66	2	7	20	69	6	21	1	3	647	57	15	66	16	2	651	59	9	62	24	5	647
C. one to two hours	32	0	0	9	64	5	36	0	0	647	39	17	69	12	2	652	32	11	64	21	4	648
D. more than two hours	2	0	0	0	0	1	100	0	0	636	2	33	33	33	0	653	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	39	1	6	12	71	4	24	0	0	651	34	24	63	12	2	655	31	17	66	14	3	651
B. good	48	1	5	12	57	7	33	1	5	644	47	14	69	14	3	650	48	8	64	23	5	647
C. fair	11	0	0	4	80	1	20	0	0	647	16	9	70	22	0	648	18	2	48	40	10	641
D. poor	2	0	0	1	100	0	0	0	0	644	3	0	25	25	50	633	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	30	0	0	9	69	4	31	0	0	647	42	19	65	13	3	653	38	13	65	18	3	650
B. They match some of what I have learned.	52	2	9	14	61	6	26	1	4	648	46	16	65	15	4	651	49	8	63	24	5	647
C. They match just a little of what I have learned.	16	0	0	5	71	2	29	0	0	643	11	6	71	24	0	646	10	5	48	36	11	642
D. There is no match.	2	0	0	1	100	0	0	0	0	644	1	0	100	0	0	644	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	20	0	0	4	44	5	56	0	0	639	20	13	57	27	3	648	16	7	52	30	11	644
B. about the same as my regular schoolwork	64	1	4	22	79	4	14	1	4	649	62	14	70	12	4	650	66	10	64	22	4	648
C. easier than my regular schoolwork	16	1	14	3	43	3	43	0	0	648	18	26	63	11	0	656	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	2	33	4	67	0	0	639	9	7	43	43	7	643	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	59	0	0	18	69	7	27	1	4	645	64	12	72	14	3	650	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	27	2	17	9	75	1	8	0	0	655	27	30	60	8	3	657	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	1	5	13	59	7	32	1	5	646	51	17	64	16	3	651	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	50	1	5	16	73	5	23	0	0	648	48	15	68	13	4	651	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	0	0	100	0	636	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	0	0	5	71	2	29	0	0	650	22	15	70	15	0	653	23	15	65	16	4	650
B. 20 minutes to an hour	59	1	4	19	73	5	19	1	4	648	50	22	65	11	3	653	49	10	64	22	4	648
C. less than 20 minutes	9	0	0	2	50	2	50	0	0	644	13	5	70	20	5	648	11	6	58	29	7	645
D. I rarely read at home.	16	1	14	3	43	3	43	0	0	644	15	9	59	23	9	645	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	50	0	0	1	100	0	0	0	0	658	33	0	100	0	0	658						
B.	50	0	0	1	100	0	0	0	0	646	33	0	100	0	0	646						
C.	0										0											
D.	0										33	100	0	0	0	668						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 22  
School: Samuel L Wagner Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	0	0	31	17	2092	15
	2007-2008	3	6	28	17	1474	10
	<b>2008-2009</b>	<b>5</b>	<b>11</b>	<b>39</b>	<b>26</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	8	6	98	20	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	20	48	92	51	5731	40
	2007-2008	23	49	88	52	6008	43
	<b>2008-2009</b>	<b>21</b>	<b>48</b>	<b>62</b>	<b>41</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	64	48	242	49	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	16	38	44	25	4175	29
	2007-2008	17	36	39	23	4244	30
	<b>2008-2009</b>	<b>11</b>	<b>25</b>	<b>37</b>	<b>25</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	44	33	120	24	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	6	14	12	7	2308	16
	2007-2008	4	9	14	8	2346	17
	<b>2008-2009</b>	<b>7</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	17	13	38	8	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	30.6	54.6	34.6	61.8	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	10.3	57.2	11.6	64.4	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	6.9	57.5	7.7	64.2	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	7.2	51.4	8.0	57.1	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.2	51.7	7.3	60.8	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 22  
 School: Samuel L Wagner Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	5	11	21	48	11	25	7	16	643	150	26	41	25	8	649	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	1										2						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	42	5	12	19	45	11	26	7	17	643	147	27	40	25	8	649	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	1	6	4	24	8	47	4	24	637	36	8	31	39	22	638	2248	3	18	33	46	629
No	27	4	15	17	63	3	11	3	11	647	114	32	45	20	4	653	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	44	5	11	21	48	11	25	7	16	643	150	26	41	25	8	649	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	23	2	9	8	35	7	30	6	26	639	38	8	42	32	18	640	5620	6	33	37	25	637
No	21	3	14	13	62	4	19	1	5	647	112	32	41	22	4	652	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	44	5	11	21	48	11	25	7	16	643	150	26	41	25	8	649	13974	13	41	30	16	643
<b>Gender</b>																						
Female	17	2	12	9	53	3	18	3	18	645	57	23	46	23	9	648	6738	12	40	32	16	642
Male	27	3	11	12	44	8	30	4	15	642	93	28	39	26	8	650	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1410	3	24	41	32	634
No	43	5	12	21	49	10	23	7	16	643	149	26	42	24	8	649	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	5	3	60	2	40	0	0	0	0	663	23	83	17	0	0	669	637	65	32	3	0	665
No	39	2	5	19	49	11	28	7	18	641	127	16	46	29	9	645	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 22  
 School: Samuel L Wagner Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	33	0	67	629	6	7	32	28	32	636
B. less than one hour	66	3	10	15	52	6	21	5	17	643	57	26	42	25	7	649	59	13	41	30	16	643
C. one to two hours	32	2	14	6	43	4	29	2	14	645	39	28	40	26	7	650	32	14	41	31	14	644
D. more than two hours	2	0	0	0	0	1	100	0	0	640	2	33	33	33	0	659	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	2	20	7	70	0	0	1	10	649	32	51	28	15	6	658	30	27	45	18	9	651
B. good	52	2	9	12	52	6	26	3	13	644	46	18	51	24	7	647	46	9	45	31	15	643
C. fair	23	1	10	2	20	4	40	3	30	635	20	7	43	40	10	641	20	2	29	43	26	635
D. poor	2	0	0	0	0	1	100	0	0	640	3	25	0	50	25	640	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	18	1	13	2	25	2	25	3	38	636	30	33	36	20	11	651	35	18	42	27	13	646
B. They match some of what I have learned.	52	2	9	14	61	6	26	1	4	647	46	25	46	26	3	649	50	11	43	31	15	643
C. They match just a little of what I have learned.	25	2	18	5	45	3	27	1	9	643	19	25	36	29	11	647	13	8	31	36	26	638
D. There is no match.	5	0	0	0	0	0	0	2	100	624	5	0	43	29	29	640	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	45	0	0	13	65	3	15	4	20	642	38	9	52	32	7	645	32	7	40	34	20	640
B. about the same as my regular schoolwork	52	5	22	8	35	7	30	3	13	645	50	28	42	19	11	649	56	13	42	30	15	644
C. easier than my regular schoolwork	2	0	0	0	0	1	100	0	0	640	12	72	6	22	0	664	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	52	4	17	10	43	5	22	4	17	645	52	31	40	23	6	651	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	48	1	5	11	52	6	29	3	14	641	46	20	43	26	10	647	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	50	0	50	0	653	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	18	0	0	5	63	1	13	2	25	643	11	12	41	29	18	641	6	8	29	29	34	635
B. 30–45 minutes	70	4	13	13	42	10	32	4	13	642	73	28	41	26	5	650	33	10	37	34	19	641
C. 45–60 minutes	9	1	25	3	75	0	0	0	0	657	13	30	40	20	10	651	45	15	44	29	12	645
D. more than 60 minutes	2	0	0	0	0	0	0	1	100	622	2	0	33	0	67	632	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	0	0	1	100	622	3	50	0	25	25	650	9	14	35	29	22	641
B. two or three days a week	14	2	33	4	67	0	0	0	0	657	17	58	27	8	8	659	26	15	40	30	16	644
C. two or three times each month	25	2	18	5	45	1	9	3	27	646	36	15	45	30	9	646	31	13	43	30	14	644
D. never or almost never	59	1	4	12	46	10	38	3	12	640	44	21	45	27	6	647	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	14	3	50	2	33	0	0	1	17	653	15	14	36	36	14	640	17	8	35	33	24	639
B. two or three days a week	25	1	9	6	55	1	9	3	27	643	29	30	37	23	9	652	28	13	42	30	15	643
C. two or three times each month	20	1	11	6	67	1	11	1	11	646	28	34	44	17	5	653	31	15	43	30	13	645
D. never or almost never	41	0	0	7	39	9	50	2	11	639	28	20	44	29	7	647	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	50	0	0	1	100	0	0	0	0	646	33	0	100	0	0	646						
B.	50	0	0	1	100	0	0	0	0	652	33	0	100	0	0	652						
C.	0										0											
D.	0										33	100	0	0	0	664						

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